

# Change in Student Expectations during the BVMS Programme

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## Introduction

At VetEd 2016 we presented preliminary data relating to relative responsibilities (student or School) for 14 aspects relating to transition into /through the programme. We have now run the “Managing Expectations” questionnaire over 4 academic sessions (BVMS years 1, 3 and 5) and held focus groups to explore emerging themes.

### Areas of general agreement/consistency (mean scores):

#### Engagement Q 2, 8 and 12

- monitoring activity – shared (2.5-2.9)
- monitoring attendance – student (3.8-4.1)

#### Personal Support Q5, 7 and 11

- warm supportive environment is important for students (1.6-1.7) staff significantly more ambivalent (2.1)
- timing of student/mentor meetings - shared (2.8-3.2), staff indicated counselling/ support beyond their remit (3.4)

#### Course Support Q1, 4 and 6

- Relating to regulations, assessment and progression tended towards school responsibility; access to university services considered student responsibility

## Extract of questionnaire:

The School should check regularly that the student is working consistently and completing all formative tasks	1 2 3 4 5 0 0 0 0 0	The student should work independently and not have to account for what is completed and when
The School is responsible for ensuring the student knows the time and location of all their individual classes	1 2 3 4 5 0 0 0 0 0	It is the students responsibility to ensure they know times and locations of all their individual classes

Demographic data also gathered. Only explanatory variable was year of programme. >500 students, 29 staff. Mean scores derived for each group.

## Areas of disagreement/change (mean scores):

### Skills Development Q9 and 10

		% of respondents selecting each option in the questionnaire						
School/staff responsibility		1	2	3	4	5	Student responsibility	
Q9	The School is responsible for providing the student opportunities to practice animal handling skills in a range of species	1st Year	18	34	37	8	2	It is the student's responsibility to ensure they seek out opportunities out with the School to practice animal handling skills in a range of species
		3rd Year	50	30	16	3	1	
		Final Year	53	32	9	2	4	
		Staff	0	14	59	28	0	
Q10	The School is responsible for providing the student opportunities to practice clinical skills	1st Year	22	41	31	5	0	It is the student's responsibility to ensure they seek out opportunities out with the School to practice clinical skills
		3rd Year	56	32	12	0	1	
		Final Year	55	34	11	0	0	
		Staff	3	28	62	7	0	

Focus Group discussion suggests reason is EMS – expectations versus reality of EMS experience shifts expectation of school provision of opportunities

### Knowing when to be where Q3

- BVMS 1 view as shared (3.3), BVMS 3 and 5 view as school (2.3-2.5), Staff view as student (4.0) – discrepancies in information sources/last minute changes

### Feedback Q 13 and 14

- Student expectations of feedback (2.1-2.4) higher than staff (3.6)

**Next Steps:** Support students/providers to maximise EMS opportunities  
Provide greater guidance and/or clarity on:  
➤ feedback, role of mentor etc.  
Improve timetable accuracy!